

Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008

School: North Sevier Middle School

Target Group: Twenty-Four 7th graders and Twelve 8th graders

Target Group selection is based upon: Improving the CRT scores in Language Arts and Mathematics.

ABSTRACT

The principal and school counselor met and reviewed CRT scores from the 2006-2007 school year. It was decided that many of the students did not have acceptable scores or were not testing up to their ability. The principal identified the twelve 6th graders with the lowest CRT scores in math and the twelve 6th graders and twelve 7th graders with the lowest CRT scores in language-arts, specifically comprehension, excluding any special education students. These 36 students were invited (mandated) to participate in an intervention class. The intervention classes were aimed at increasing the student's skills and testing performance in the two areas identified. It was expected that these students receiving additional help, one hour two or three days a week, would improve their skills as demonstrated by improved CRT scores at the end of the year. In fact, when the students tested at the end of the 2007-2008 school year, overall, student scores were improved.

PROJECT DESCRIPTION

Introduction (the Why)

- AL:A1.2 Identify and apply attitudes, expectations, and behaviors which lead to successful learning.
- AL:A1.3 Understand individual strengths and how to remediate or compensate for weaknesses.
- AL:A2.1 Apply time-management and task-management skills.
- AL:A2.3 Know when and how to ask for help or information from faculty, staff, family and peers.
- AL:A3.1 Develop basic skills (in math, reading, writing, technology, etc.)

Participants (the Who)

- Thirty-six seventh and eighth graders participated.
- Twenty-four seventh graders and twelve eighth graders. The students were selected based on their CRT scores from the previous year. Twelve seventh graders received an intervention class in mathematics. Twelve seventh graders and twelve eighth graders received an intervention class in language arts, specifically comprehension.

Method (the What, When, Where and How)

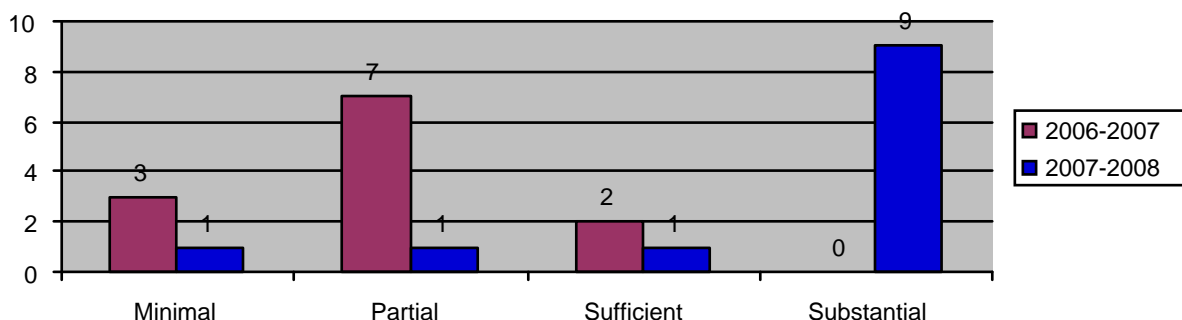
- The students were pulled from their elective classes two or three days a week to attend an intervention class. Two language arts teachers and one math teacher led the intervention classes.
- The students would meet in the teacher's classrooms.
- The program began at the first of the school year and continued throughout the school year until the second week of May, which was when the CRT's were conducted.
- The teachers who conducted the intervention classes were responsible for the curriculum and planning necessary to carry out an effective intervention. Funds were made available through a grant to pay the teachers for the additional instruction time.
- Chris Nielson is the counselor at NSMS.

- The program results will be determined by comparing the scores of the 2006-2007 CRT's with the scores of the 2007-2008 CRT's. Growth will be determined by categories of substantial, sufficient, partial and minimal. These are the same four categories that the state uses to categorize students testing results.

RESULTS

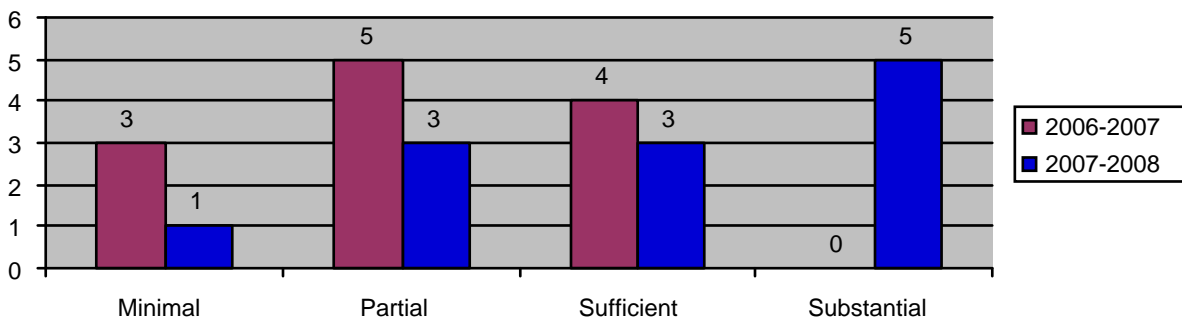
7th Grade Mathematics Intervention

- There was an average increase of 19.42% on the CRT's amongst the 12 participants.
- All but one participant moved up a category.
- The end result was a dramatic shift in accomplishment as evidenced by the blue and red bars in the graph below.



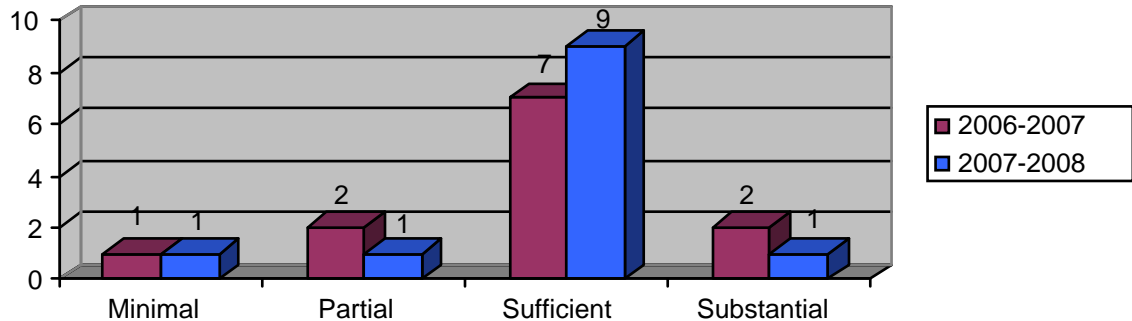
7th Grade Language Arts (Comprehension) Intervention

- There was an average increase of 6.58% on the comprehension section of the Language Arts CRT.
- Nine of the twelve participants moved up a category. One participant remained in the minimal category and two of the participants actually dropped a category.
- The end result was a shift in accomplishment as evidenced by the blue and red bars in the graph below.



8th Grade Language Arts Intervention

- There was an average decrease of 3.67% of the overall Language Arts CRT.
- Of the twelve participants, three dropped a category, seven of them remained in the same category and two improved their category.
- Although the results seem a little dismal compared to the first two intervention classes, this intervention still had its own success. The goal of the state is to have students in the sufficient and substantial categories. In 2006-2007, there were only nine of the twelve participants in these two categories. In 2007-2008, there were a total of ten in the two categories.



DISCUSSION

The data seems to speak for itself on the success of this program. The students overall did a much better job on their end-of-level tests after participation in the program. However, it is uncertain if it was the individual instruction, the test taking strategies, the curriculum reinforcement, or a combination of all three that helped the students score much higher on their end-of-level scores. One down fall with this program was that students had to miss some of their elective classes like art, band or PE a couple of times a week. One thing to keep in mind with the 2007-2008 scores, they are raw scores and the four categories were based on last year's cut off scores. They could change a little bit in the fall when the final scores are produced. Although it is still safe to assume that this program was very successful.

Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: South Sevier MS

Target Group: All 8th graders

Target Group selection is based upon: SEOP film

Key Word: Career Pathways

ABSTRACT

Counselor showed Career Pathways film to all 8th Graders. Goal was to increase life/career planning and self understanding

PROJECT DESCRIPTION

By working through Home/Advisory classes, Counselor presented a pre and post test about career pathways.

Introduction

Since it was a review of TLC/CTI materials learned in 7th grade, we were anxious to review and assess what was retained. It was worded in slightly different jargon, so it would be interesting to see if they understood the concept.

Participants

- 2 All 8th graders
- 3 Also Advisory teachers learned how SEOP and CTI relate

Method

- 4 Counselor watched video, and created pre-test for all students
- 5 Dispersed pre-test and video, with instructions to all Advisory teachers
- 6 Then dispersed post test to be administered another day
- 7 Collect all papers, and record scores, and compile data
- 8 Comparing overall, test scores increased by 40-65% from room to room

RESULTS

The results varied with each class, due to teacher previous knowledge and/or individual help given to students. One class showed 40% knowledge increase. Others ranged from there to 65% new understanding of selecting a career pathway.

DISCUSSION

Next time, the counselor will personally give the explanations and administer the tests. still within the Advisory class setting. I also learned about graphs and what they're saying.

Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: South Sevier MS

Target Group: All students

Target Group selection is based upon: Earning F's

Key Word: Credit Recovery 07-08

ABSTRACT

Implemented for students to spend make-up time the following term, on Core Subjects, failed in any given quarter. With a \$35.00 fee attached, we hoped for at least 50% attendance. We had about 25% enrollment.

PROJECT DESCRIPTION

After school Credit Recovery, monitored by a teacher, utilizes the Odyssey computer program. The 1.5 hour-sessions are offered 3 days each week. The time required to complete the course is approximately 10-20 hours, with students pacing themselves in sequential skills sections, followed by tests. Average time is 2-4 weeks.

Introduction

- 1 Students register and pay to complete one subject area per term
- 2 Odyssey Program allows self-pacing

Participants

- 3 **All students who failed a core class allowed to earn a 'Pass' grade**
- 4 **We had about 20 students per session**

Method

- 5 Screen the lists of students eligible; check follow-up transcripts
- 6 Select a teacher willing to learn Odyssey, & stay to manage and monitor
- 7 Each term set up an approximate 6-week time frame in computer lab
- 8 Data collected showed 12% F's were given for student body.

RESULTS

Completing Credit Recovery and NOT getting an F next term: 2
50% participants improved grades the following term

DISCUSSION

The data showing 50% was successful, and we plan to continue building the program. In Math, the students generally had missed a concept, which they were able to grasp here, and then move on. In Language Arts and Science, and Social Studies, there were usually assignments missing and/or lack of motivation.